south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Test Coordinator's Handbook

Fall 2006–Spring 2007

Stanford Writing
Dakota STEP Field Tests
Dakota ELP
Dakota STEP-A
Dakota STEP

South Dakota

Test Coordinator's Handbook

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Overview of the *Test Coordinator's Handbook* for 2006–2007

Test Coordinator Responsibilities

As test coordinator, your responsibilities are to ensure the successful administration of the statewide assessment programs and to act as a liaison between local teachers/examiners, the South Dakota Department of Education, and Harcourt Assessment, Inc. You should keep the District Superintendent and/or Principal of each school informed about all assessment activities. If there are multiple schools in your district, you may wish to appoint building coordinators at the school level to assist with your responsibilities.

It is essential that the guidelines within this *Test Coordinator's Handbook* be followed carefully to ensure the success of South Dakota's statewide assessment programs. This *Test Coordinator's Handbook* outlines the responsibilities of test coordinators for:

- Receiving and distributing assessment materials.
- Ensuring the security of assessment materials.
- Administration and test accommodations.
- Collecting, packaging, and returning assessment materials to Harcourt Assessment.

Test coordinators' responsibilities for each of the statewide assessments are detailed within each administration-specific section. This handbook is also available as a PDF file on the South Dakota Department of Education website at http://doe.sd.gov/octa/assessment.

The Harcourt Assessment Customer Support Center

Harcourt Assessment understands that providing excellent customer service is of utmost importance and is committed to providing test coordinators with the information and materials needed in a timely manner. To ensure excellent customer service, Harcourt Assessment has established the Customer Support Center. The Customer Support Center is dedicated to providing accurate and timely responses to your questions and needs.

Harcourt Assessment Customer Support Center
Phone: 1-800-763-2306
Fax: 1-800-634-0424
E-mail: customersupportcenter@harcourt.com
Address: Customer Support Center
19500 Bulverde Road
San Antonio, TX 78259

Tab 1   **Overview of the *Test Coordinator's Handbook***

Contact Information

CONTACT	QUESTIONS REGARDING:
South Dakota Department of Education	
South Dakota Director of Assessment	
Gay Pickner	General assessment
Phone: 605-773-3247	Test security
e-mail: gay.pickner@state.sd.us	*Dakota STEP* field tests
	Stanford Writing assessment
South Dakota Title III Director	
Stephani Lebeda	Assessment accommodations regarding ELL students
Phone: 605-773-4693	
e-mail: stephani.lebeda@state.sd.us	
Education Program Specialist	
Melissa Flor	Assessment accommodations regarding students with disabilities
Phone: 605-773-8195	*Dakota STEP-A* administration
e-mail: melissa.flor@state.sd.us	*Dakota STEP* accommodations
	Stanford Writing accommodations
	Large-print assessments
	Braille assessments
Education Program Specialist	
Linda Turner	*Dakota STEP-A* administration
Phone: 605-773-6119	*Dakota STEP* accommodations
e-mail: linda.turner@state.sd.us	STAARS *Writing*
Harcourt Assessment, Inc.	
Customer Support Center	
Phone: 1-800-763-2306	SPECTRUM™
Fax: 1-800-634-0424	Enrollment figures
19500 Bulverde Road	Changing enrollment figures
San Antonio, TX 78259	Contact/Address changes
	Placing orders
	Statewide assessment materials including:
	Stanford Writing
	Dakota ELP
	Dakota STEP-A
	Dakota STEP
	Status of shipments
	Administration instructions
	Packing & returning materials
Customer Service	
Phone: 1-800-211-8378	Ordering off-grade *Stanford* 10 test materials
Fax: 1-800-232-1223	Ordering OLSAT®8 test materials
P.O. Box 708912	Ordering home-school test materials
San Antonio, TX 78270-8912	Ordering ancillary test support materials
Scoring Services Hot Line	
Phone: 1-800-328-5999	Pre-identification services
	Off-grade scoring services
	Resolution of scoring issues
	Scoring services
Educational Measurement Consultant	
Curt Herwers	Issues not addressed above
Harcourt Assessment, Inc.	
13637 96th Avenue North	
Maple Grove, MN 55369	
Office phone: 763-494-3313	
Mobile phone: 763-234-2778	
Fax: 763-494-8303	
e-mail: curt_herwers@harcourt.com	

Tab 1   **Overview of the *Test Coordinator's Handbook***

Stanford Writing Administration Overview

The *Stanford Writing* assessment is administered annually to students in grades 5 and 9.

Critical Dates for the Fall 2006 *Stanford Writing* Administration	
June 19–August 25	Enrollment collection via SPECTRUM™
Sept. 12–15, 2006	Scheduled delivery of *Stanford Writing* assessment materials
Sept. 18–22, 2006	Pretest workshops
Sept. 18–22, 2006	Order additional test materials via SPECTRUM™. *Orders received after this date may not arrive in time for the administration and will be shipped at the district's expense.*
Oct. 2–6, 2006	***Stanford Writing* and STAARS *Writing* administration**
Oct. 13, 2006	LAST DAY for scorable documents to be picked up by UPS
Oct. 17, 2006	LAST DAY for scorable documents to be delivered to Harcourt Assessment's Scoring Center
Dec. 8, 2006	Districts receive *Stanford Writing* results

If your district is interested in assessing writing skills for students
in grades other than 5 and 9, please contact Harcourt Customer Service
at 1-800-211-8378 or customer_service@harcourt.com.

Tab 1   Overview of the *Test Coordinator's Handbook*

Fall 2006 *Dakota STEP* Field Test Administration Overview

Districts/schools participating in the fall 2006 *Dakota STEP* field test administration have agreed to participate in these assessments with the concurrence of the South Dakota Department of Education.

Critical Dates for the Fall 2006 *Dakota STEP* Field Test Administration	
Sept. 18–22, 2006	Pretest workshops
Oct. 10–13, 2006	Scheduled delivery of field test materials
Oct. 16–20, 2006	Material shortages and requests for additional assessment materials must be reported to the Harcourt Customer Support Center at 1-800-763-2306. *Requests received after this date may not arrive in time for the administration.*
Oct. 30–Nov. 3, 2006	***Dakota STEP* Field Test Administration**
Nov. 10, 2006	LAST DAY for scorable documents to be picked up by UPS
Nov. 13, 2006	LAST DAY for scorable documents to be delivered to Harcourt Assessment's Scoring Center

For questions or additional information, contact the
Harcourt Customer Support Center at 1-800-763-2306.

Tab 1   **Overview of the *Test Coordinator's Handbook***

Dakota ELP Administration Overview

All students in grades K–12 who are identified as limited English proficient (LEP) must be assessed annually with the *Dakota English Language Proficiency* (*Dakota ELP*) assessment to document progress in the attainment of English language proficiency. To fully assess the South Dakota State English Language Learning (ELL) Standards, additional questions have been added to the *Stanford English Language Proficiency* (*SELP*) test to create the *Dakota English Language Proficiency* (*Dakota ELP*) assessment.

Critical Dates for the Spring 2007 *Dakota ELP* Administration	
Nov. 13–22, 2006	Enrollment collection via SPECTRUM™
Jan. 8–11, 2007	Pretest workshops
Jan. 15–19, 2007	Scheduled delivery of *Dakota ELP* assessment materials
Jan. 22–26, 2007	Order additional test materials via SPECTRUM™. *Orders received after this date may not arrive in time for the administration and will be shipped at the district's expense.*
Feb. 5–23, 2007	***Dakota ELP* Administration**
Feb. 28, 2007	LAST DAY for scorable documents to be picked up by UPS
Mar. 2, 2007	LAST DAY for scorable documents to be delivered to Harcourt Assessment's Scoring Center
June 1, 2007	Districts receive *Dakota ELP* results

Questions regarding the identification process, annual assessment, and/or provision of assessment accommodations for LEP students should be directed to
Stephani Lebeda at 1-605-773-4693 or stephani.lebeda@state.sd.us.

Tab 1   **Overview of the *Test Coordinator's Handbook***

Dakota STEP-A Administration Overview

The *Dakota STEP Alternate* assessment (*Dakota STEP-A*) is the statewide assessment created to ensure the state's compliance with the *Individuals with Disabilities Education Act of 2004* (IDEA) and the *No Child Left Behind Act of 2001*. The *Dakota STEP-A* assessment is aligned with the South Dakota Alternate Content Standards in Reading, Mathematics, and Science. This alternate assessment is intended to measure the skills of students with <u>significant cognitive disabilities</u> who are enrolled in Special Education programs.

Critical Dates for the Spring 2007 *Dakota STEP-A* Administration	
Nov. 13–22, 2006	Enrollment collection via SPECTRUM™
Jan. 8–11, 2007	Pretest workshops
Jan. 15–19, 2007	Scheduled delivery of *Dakota STEP-A* assessment materials
Jan. 22–26, 2007	Order additional test materials via SPECTRUM™. *Orders received after this date may not arrive in time for the administration and will be shipped at the district's expense.*
Feb. 5–Mar. 16, 2007	***Dakota STEP-A* Administration**
Mar. 21, 2007	LAST DAY for scorable documents to be picked up by UPS
Mar. 23, 2007	LAST DAY for scorable documents to be delivered to Harcourt Assessment's Scoring Center
June 1, 2007	Districts receive *Dakota STEP-A* results

Questions regarding the administration of the *Dakota STEP-A* assessment should be directed to **Linda Turner at 1-605-773-6119 or linda.turner@state.sd.us**.

Tab 1   **Overview of the *Test Coordinator's Handbook***

Dakota STEP Administration Overview

The *South Dakota State Test of Educational Progress* (*Dakota STEP*) is the assessment system for accountability used to measure student proficiency and adequate yearly progress in South Dakota schools. The South Dakota Department of Education requires annual administration of the *Dakota STEP* assessment to students in grades 3 through 8 and 11.

Critical Dates for the Spring 2007 *Dakota STEP* Administration	
Nov. 27–Dec. 13, 2006	Enrollment collection via SPECTRUM™
Dec. 13, 2006	Last day to notify the South Dakota Department of Education and Harcourt Assessment of Braille and large-print materials needed for the spring 2007 administration
Feb. 26–Mar. 2, 2007	Pretest workshops
Mar. 12–16, 2007	Scheduled delivery of *Dakota STEP* assessment materials
Mar. 19–23, 2007	Order additional test materials via SPECTRUM™. *Orders received after this date may not arrive in time for the administration and will be shipped at the district's expense.*
Apr. 2–20, 2007	*Dakota STEP* Administration
Apr. 25, 2007	LAST DAY for scorable documents to be picked up by UPS
Apr. 27, 2007	LAST DAY for scorable documents to be delivered to Harcourt Assessment's Scoring Center
June 1, 2007	Districts receive SAT 10 (NRT) reports (*Dakota STEP* results are available in August.)

Questions regarding the provision of assessment accommodations for LEP students should be directed to
Stephani Lebeda at 1-605-773-4693 or stephani.lebeda@state.sd.us.

Questions regarding the provision of assessment accommodations for students with disabilities should be directed to
Melissa Flor at 1-605-773-8195 or melissa.flor@state.sd.us.

General questions regarding the administration of the *Dakota STEP* assessment should be directed to
Gay Pickner at 1-605-773-3247 or gay.pickner@state.sd.us.

Fall 2006 *Stanford Writing* Administration

The *Stanford Writing* assessment is administered annually to students in grades 5 and 9.

Critical Dates for the Fall 2006 *Stanford Writing* Administration	
June 19–Aug. 25, 2006	Enrollment collection via SPECTRUM™
Sept. 12–15, 2006	Scheduled delivery of *Stanford Writing* assessment materials
Sept. 18–22, 2006	Pretest workshops
Sept. 18–22, 2006	Order additional test materials via SPECTRUM™. *Orders received after this date may not arrive in time for the administration and will be shipped at the district's expense.*
Oct. 2–6, 2006	***Stanford Writing* and STAARS *Writing* administration**
Oct. 13, 2006	LAST DAY for scorable documents to be picked up by UPS
Oct. 17, 2006	LAST DAY for scorable documents to be delivered to Harcourt Assessment's Scoring Center
Dec. 8, 2006	Districts receive *Stanford Writing* results

If your district is interested in assessing writing skills for students in grades other than 5 and 9, please contact Harcourt Customer Service at 1-800-211-8378 or customer_service@harcourt.com.

Tab 2   Fall 2006 *Stanford Writing* Administration

Activities Before Administration

Enrollment Data and Assessment Material Allocations

Test Coordinators must enter enrollment information via Harcourt SPECTRUM™ beginning June 19 through August 25, 2006 in order to receive *Stanford Writing* test materials.

Assessment Materials Provided

❑ *Stanford Writing* prompts

❑ *Stanford Writing Directions for Administering*

❑ *Stanford Writing Student Response Booklets*

❑ *Test Coordinator's Kit,* including:

- Pre-ID labels (may arrive in a separate shipment).
- Paper bands for securing answer documents.
- Scoring Service Identification (SSID) sheets.
- Master File Sheets.
- Order for *Optional Scoring Service* (OSS) form.
- UPS shipping labels.
- ORANGE peel-and-stick return labels for scorable materials.
- GREEN peel-and-stick return labels for non-scorable materials.

Receive and Inventory Assessment Materials

Verify the contents of the *Stanford Writing* assessment materials shipment against the quantities indicated on the packing slip, and determine if there are sufficient assessment materials for each teacher/examiner and student. A 10% overage is included in all test material shipments.

If additional test materials are needed, place additional orders using SPECTRUM™ during the week of September 18–22, 2006, to ensure delivery prior to the test administration.

> If there is a discrepancy between the packing list and the quantities received,
> contact the **Harcourt Customer Support Center** at **1-800-763-2306 or customersupportcenter@harcourt.com.**

Separate the *Stanford Writing Directions for Administering* for use in your teacher/examiner training sessions. Organize the remaining assessment materials by teacher/examiner group to facilitate distribution prior to administration. Retain the shipping cartons for use when returning assessment materials to Harcourt Assessment.

Ensure the Security of Assessment Materials

It is important to follow all security measures before, during, and after each administration to ensure the integrity and validity of the assessment. All assessment materials must be kept in a secure location except when being utilized by students. Teachers/examiners are asked to report any questions or concerns regarding test security to you. As test coordinator, you should report any incident to the South Dakota Department of Education utilizing the *Report of Test Irregularity* form available in Appendix A.

Tab 2   **Fall 2006 *Stanford Writing* Administration**

Test security agreements and affidavits must be completed prior to the *Stanford Writing* administration. By signing these documents, you are agreeing to exercise necessary precautions and to follow established procedures that will help ensure the security of the content of all assessment materials.

Before the administration of the *Stanford Writing* assessment, you should:

1. **Fill in the title of the *Stanford Writing* assessment on the *Test Security Agreement* and the *Test Security Affidavit.***
2. **Review and sign the *Test Security Agreement* for test coordinators.**
3. **Copy and disseminate the *Test Security Affidavit* to all teachers/examiners and collect the signed documents prior to distributing assessment materials.**

Send the original *Test Security Agreement* and *Test Security Affidavits* to:

Gay Pickner

c/o South Dakota Department of Education

700 Governors Drive

Pierre, SD 57501

Retain a copy of the *Test Security Agreement* and each *Test Security Affidavit* for your records.

Tab 2   **Fall 2006 *Stanford Writing* Administration**

Schedule Assessment Dates and Times

Work with building coordinators and teachers/examiners to schedule *Stanford Writing* assessment dates and times within the statewide administration period of **October 2–6, 2006**, including any make-up sessions. Your schedule must allow time for the assembly and shipment of all scorable answer documents to arrive at Harcourt Assessment NO LATER THAN **October 13, 2006**.

Provide Training for Teachers/Examiners

It is your responsibility to provide training for your school's teachers/examiners (and building coordinators) to ensure a successful administration of the *Stanford Writing* assessment. This training should include information provided by the South Dakota Department of Education and Harcourt Assessment, this *Test Coordinator's Handbook,* and the *Stanford Writing Directions for Administering.*

Familiarize yourself with this section of the *Test Coordinator's Handbook* and the *Stanford Writing Directions for Administering* prior to your training session(s). Teachers/examiners should review the *Stanford Writing Directions for Administering* prior to testing. You may wish to collect the *Stanford Writing Directions for Administering* after training and then redistribute them prior to testing to ensure that all teachers/examiners receive a copy for the administration.

The following topics should be reviewed during your training session(s):

❑ responsibilities of teachers/examiners

❑ test security, including the *Test Security Affidavit* for teachers/examiners

❑ the assessment schedule

❑ preparation of appropriate assessment locations

❑ informing and preparing students for the assessment

❑ providing accommodations for students

❑ coding demographic information on student response booklets

❑ monitoring students during the administration

❑ use of classroom proctors/interpreters (if necessary)

❑ preparing and returning assessment materials

> Pages 5 through 13 of this tab include instructions and information for teachers/examiners to be photocopied and distributed at your training session(s). This information is <u>not</u> published within the *Stanford Writing Directions for Administering.*

Tab 2   **Fall 2006 *Stanford Writing* Administration**

The following information is not included within the *Stanford Writing Directions for Administering*.
Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

RESPONSIBILITIES OF THE TEACHER/EXAMINER

Prepare for the *Stanford Writing* Assessment

Check to be sure that you have received the correct *Stanford Writing* assessment materials in sufficient quantities for your students.

> Ensure that the following supplies are available prior to the administration:
> ❑   a sufficient quantity of sharpened No. 2 pencils with erasers
> ❑   pencil sharpeners
> ❑   the writing prompt and student response booklet for demonstration purposes
> ❑   a clock
> ❑   a "TESTING — DO NOT DISTURB" sign to post on the classroom door

Ensure that all assessment materials are kept in a secure storage area until you are ready to administer the assessment. The topic of the *Stanford Writing* assessment should not be disclosed to any student(s) prior to the administration.

Establish the Assessment Environment

The *Stanford Writing* assessment should be conducted in a room that does not crowd students. Good lighting, ventilation, freedom from noise and interruptions, comfortable seats, and smooth, hard writing surfaces are important factors to consider when selecting a location. The writing surfaces should be large enough to accommodate a writing prompt and a student response booklet. Students should be seated in such a way that they will not be tempted to look at the work of others. To prevent confusion, arrangements for the seating of students should be completed prior to administration.

Prepare the Response Booklets before the Assessment

The student demographic information should be completed prior to the administration of the assessment. An example of the *Stanford Writing* student response booklet demographic page is provided for reference on the following page.

When pre-ID labels are provided and all information is correct, place the pre-ID label within the designated area on the demographic page. Corrections to preprinted information on the label are not permissible.

When information on the label is incorrect or placed incorrectly on the response booklet, or if labels are not provided, complete, or have students complete, the information following the instructions within the *Stanford Writing Directions for Administering*. Ensure that each student prints his or her student number in the appropriate boxes and fills in the circles below the boxes with his or her nine-digit SIMS student identification number. **Information on the pre-ID label will override any handwritten information completed.**

The following information is not included within the *Stanford Writing Directions for Administering.*
Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

The *Stanford Writing* Student Response Booklet Demographic Page

STUDENT NAME		TEACHER	
SCHOOL		DISTRICT	
GENDER	GRADE		DATE OF BIRTH

LAST NAME   **FIRST NAME**   **MI**

(bubble grid A–Z for Last Name, First Name, and MI columns)

STUDENT NUMBER

(bubble grid 0–9)

OTHER INFORMATION

A	B	C	D	E	F	G	H	I	J

(bubble grid 0–9)

DATE OF BIRTH

MONTH	DAY	YEAR
○ Jan		
○ Feb		
○ Mar		○ 19
○ Apr		○ 20
○ May		
○ Jun		
○ Jul		
○ Aug		
○ Sep		
○ Oct		
○ Nov		
○ Dec		

(DAY and YEAR bubble grids 0–9)

GENDER
○ Female
○ Male

GRADE
○ 3
○ 4
○ 5
○ 6
○ 7
○ 8
○ 9
○ 10
○ 11
○ 12

LEVEL
○ Primary 3
○ Intermediate 1
○ Intermediate 2
○ Intermediate 3
○ Advanced 1
○ Advanced 2
○ TASK 1
○ TASK 2
○ TASK 3

FORM
○ S1 ○ T1
○ S2 ○ T2
○ S3 ○ T3
○ S4 ○ T4

1 2 3 4 5 6 7 8 9 10 12 A B C D E

TPC Reflective Bond™ 61800

Tab 2   Fall 2006 *Stanford Writing* Administration

The following information is not included within the *Stanford Writing Directions for Administering.*
Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

Inspect and Organize the Student Response Booklets

Inspect the students' response booklets to ensure that:

- ❑ The proper form <u>and</u> level of the writing prompt have been recorded.
- ❑ Student responses have been made with a black, soft-lead (No. 2) pencil. Light marks and marks made with a colored pencil, ink, or felt-tip pen cannot be properly scanned, and these should be marked over with a black, soft-lead (No. 2) pencil.
- ❑ The pre-ID labels have been properly affixed.
  OR
- ❑ The name grid has been completed and only one circle is filled in for each letter in the columns provided. The empty circles should be filled in for all boxes left blank, and the date of birth section should be completed and accurate.

Complete the "Other Information" section of the demographic page for students assessed with standard accommodations.

Organize the Student Response Booklets

GRADE 5 teachers/examiners must complete both sides of an SSID sheet and place the completed SSID sheet on top of their classroom's stack of response booklets. Arrange the student response booklets so that the back cover with the student name grid is facing up and the margin that contains the black horizontal bars is on the left. **Each grade 5 classroom constitutes a separate grouping.** Place the paper band provided around each group. (The paper band is a long piece of paper that must be wrapped around the response booklets and fastened to itself with tape.) Be sure that the paper band is clearly marked with the school's name, grade, and series number (e.g., <u>1</u> of <u>1</u>). **Do not bind response booklets with clips or rubber bands, as these will damage the edges of the booklets. Ensure that *Stanford Writing* prompts are not mixed with or inside response booklets.**

GRADE 9 teachers/examiners should arrange the student response booklets so that the back cover with the name grid is facing up and the margin that contains the black horizontal bars is on the left. **Do not bind response booklets with clips or rubber bands, as these will damage the edges of the booklets. Ensure that *Stanford Writing* prompts are not mixed with or inside response booklets.** Grade 9 teachers/examiners WILL NOT complete an SSID sheet. The test coordinator will complete one SSID sheet for all grade 9 students in each school.

ALL teachers/examiners must return completed student response booklets to their building or test coordinators as instructed above. *Stanford Writing* prompts, *Stanford Writing Directions for Administering,* and unused *Stanford Writing* student response booklets must also be returned to the building or test coordinator.

Tab 2   **Fall 2006 *Stanford Writing* Administration**

Assessment Accommodations for Limited English Proficient Students

The *Stanford Writing* assessment is administered to all students in grades 5 and 9. All students identified as limited English proficient (LEP) in grades 5 and 9 must participate in this assessment (*No Child Left Behind Act of 2001,* Title I, Part A, Section 1111). Academic assessment of eligible LEP students must be accomplished in English for those LEP students who have attended school in the United States for three or more consecutive school years.

Prior to assessment, districts should determine each LEP student's need for assessment accommodations that are most likely to yield accurate and reliable information on what each student knows and can do in the subject(s) being assessed. Such determinations should be made on an individual basis by the LEP team (teachers, counselors, and administrators) with specific knowledge of each student. Decisions should be documented in writing and maintained in each student's permanent file. Factors for consideration include:

❑ The student's ability to comprehend and follow standard instructions delivered in English (whether oral or written) as compared to another language.

❑ The student's ability to comprehend and appropriately respond to standard test items written in English.

❑ The language that will best allow the student to demonstrate his or her proficiency in the skill(s) being tested.

❑ Timing or pacing variations that may assist in English comprehension.

❑ Responsive variations that may minimize English language limitations.

❑ Encoding or decoding assistance, including interpreters or translators.

Since every student is different and language abilities and needs vary widely, assessment accommodations will not be applied universally. The LEP team needs to consider what accommodations are needed in classroom instruction and assessment as well as in a secure testing environment.

> Questions regarding the provision of assessment accommodations should be directed to
> **Stephani Lebeda at the South Dakota Department of Education**
> **at 1-605-773-4693 or stephani.lebeda@state.sd.us.**

Tab 2   **Fall 2006** *Stanford Writing* **Administration**

The following information is not included within the *Stanford Writing Directions for Administering.*
Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.
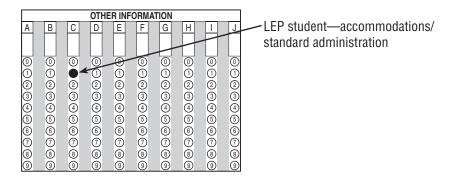

Standard Accommodations for LEP Students

If it is determined that an LEP student can participate with accommodations, the team making that decision must specifically indicate the type and extent of accommodations that will be provided. The following standard and nonstandard accommodations should guide LEP teams in making appropriate decisions about accommodations to meet each student's individual educational needs.

Category	Accommodation	Standard Administration	Nonstandard Administration
Scheduling	Time of day	X	
Setting	Small group	X	
	Individual setting	X	

	Environmental modifications:
	    Location with minimal distractions
	    Noise buffers
	    Preferential seating
		X	

Presentation Format	Simplify directions	X	
	Written translation of the test		X
	Repeating directions		X
	Interpreting directions		X
Response Format	Visual aids (templates, masks, or markers)	X	
	Oral response in native language interpreted by teacher/examiner		X
	Written response in native language translated into English		X
	Tape-record responses for verbatim translation		X
Other	Use of dictionaries		X
	Use of word lists/glossaries		X

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The following information is not included within the *Stanford Writing Directions for Administering*.
Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

Complete LEP Accommodations on the Student Response Booklet

Following the *Stanford Writing* assessment, teachers/examiners should complete the "OTHER INFORMATION" section of the *Stanford Writing* student response booklet according to the type of accommodation(s) provided. For students classified as limited English proficient (LEP) who are tested with standard or nonstandard accommodations, grid circle "1" or "2" in Column C of the "OTHER INFORMATION" grid.

LEP – WITHOUT accommodations	Do Not Grid	Do Not Grid
LEP– with standard accommodations	Column C	Grid circle "1"

LEP student—accommodations/ standard administration

For LEP students considered to be special education students (those who could be covered by an IEP or 504 Plan), see the "Complete IEP and Section 504 Plan Information in the Response Booklet" section on page 13 for more information.

Tab 2   **Fall 2006 *Stanford Writing* Administration**

**The following information is not included within the *Stanford Writing Directions for Administering.*
Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.**

Assessment Accommodations for Students with Disabilities

The *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA 2004) requires the development of policies and procedures for the inclusion of students with disabilities in statewide and districtwide assessments and, when necessary, the provision of accommodations for such students. Individualized Education Programs (IEPs) must include accommodations that are necessary in order for the child to participate in assessments. A student who is perceived as having a disability based on Section 504 of the *Rehabilitation Act of 1973* (Section 504) must also be afforded accommodations if those accommodations are part of the services provided in the student's Section 504 Plan.

> Test coordinators are urged to plan ahead for the accommodation of students with disabilities.

Decisions about whether a student participates in the *Stanford Writing* assessment under the prescribed standardized group-testing conditions recommended by Harcourt Assessment or participates with accommodations must be made on an individual basis by the student's IEP or Section 504 team. These decisions are not made unilaterally; the team involved in the decision-making process must be the student's IEP or Section 504 team.

If it is determined that a student with a disability can participate with accommodations, the team making that decision must specifically indicate the type and extent of accommodations that will be provided. This information must be included in the student's IEP or addressed in the student's Section 504 Plan. The parent/guardian of the student must be made aware of the decision during the development of the student's IEP or Section 504 Plan.

If an IEP team has determined that a student will take an alternate assessment, the student will be assessed using the STAARS *Writing* assessment, which is aligned to the South Dakota Language Arts Functional Standards. This assessment is located online at http://doe.sd.gov/oess/specialed/index.asp.

> Questions regarding the provision of assessment accommodations for *Stanford Writing* should be directed to
> **Melissa Flor at the South Dakota Department of Education
> at 1-605-773-8195 or melissa.flor@state.sd.us.**
>
> Questions regarding the administration of the STAARS *Writing* assessment should be directed to
> **Linda Turner at the South Dakota Department of Education at 1-605-773-6119 or linda.turner@state.sd.us.**

Tab 2   **Fall 2006 *Stanford Writing* Administration**

Standard Accommodations for Students with Disabilities

If it is determined that a student can participate in the *Stanford Writing* assessment with accommodations, the student's IEP or Section 504 team must specifically indicate the type and extent of accommodations that will be provided. A student's IEP or Section 504 team must consider the individual needs of the student in daily instructional settings as well as the additional needs that arise in a secure testing environment. The following standard accommodations should guide IEP or Section 504 teams in making appropriate decisions about accommodations to meet each student's individual educational needs.

Category	Accommodation	Standard Administration	Nonstandard Administration
Timing	Multiple test sessions over several days	X	
	Extended time		X
Scheduling	Time of day	X	
	Pacing		X
Setting	Small group	X	
	Individual setting	X	

	Environmental modifications:
	    Special lighting
	    Adaptive or special furniture
	    Location with minimal distractions
	    Noise buffers
	    Preferential seating
	    Hospital/home administration
		X	

Presentation Format	Repeating directions	X	
	Interpreting directions	X	
	Simplifying directions		X
	Securing papers to work area with tape/magnets	X	
	Providing cues (arrows, stop signs) on the answer document	X	
Response Format	Visual aids: templates, masks, or markers	X	
	Amplification equipment (hearing aid, auditory trainer)	X	
	Large-diameter pencil, pencil grip, special pencil or pen	X	
	Typewriter or word processor (turn off spelling and grammar check)	X	
	Braille (transcribed by scriber)	X	
	Tape-record responses for later verbatim translation	X	
Other	Assistive or augmentative technology	**Varies**	**Varies**

Tab 2   Fall 2006 *Stanford Writing* Administration

**The following information is not included within the *Stanford Writing Directions for Administering.*
Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.**

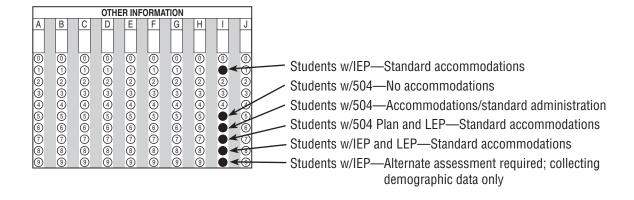## Complete IEP and Section 504 Plan Information in the Response Booklet

Following the administration of the *Stanford Writing* assessment, teachers/examiners should complete the "OTHER INFORMATION" section of students' *Stanford Writing* response booklets according to the following instructions.

Students with an IEP:

IEP – WITHOUT accommodations	Do Not Grid	Do Not Grid
IEP – with standard accommodations	Column I	Grid circle "1"
IEP – took STAARS *Writing* alternate assessment	Column I	Grid circle "9"
IEP and LEP – with standard accommodations	Column I	Grid circle "8"

Students with a Section 504 Plan:

504 Plan – under standardized group-testing conditions	Column I	Grid circle "5"
504 Plan – with standard accommodations	Column I	Grid circle "6"
504 Plan and LEP – with standard accommodations	Column I	Grid circle "7"

Students w/IEP—Standard accommodations
Students w/504—No accommodations
Students w/504—Accommodations/standard administration
Students w/504 Plan and LEP—Standard accommodations
Students w/IEP and LEP—Standard accommodations
Students w/IEP—Alternate assessment required; collecting demographic data only

Tab 2   **Fall 2006 *Stanford Writing* Administration**

Distribute Assessment Materials to Teachers/Examiners

Test coordinators are to maintain an accurate record of assessment materials distributed to each teacher/ examiner. Emphasize the importance of maintaining test security throughout the administration as well as following the instructions provided in this *Test Coordinator's Handbook* and the *Stanford Writing Directions for Administering.*

Distribute the SSID sheets and paper bands to building coordinators and/or teachers/examiners for use organizing and returning completed response booklets.

Activities During Administration

Monitor the assessments conducted in your school(s). Ensure that the guidelines and procedures described in this *Test Coordinator's Handbook* and the *Stanford Writing Directions for Administering* are adhered to, and be available to answer questions and resolve problems. Utilize the *Report of Test Irregularity* form found in Appendix A to document and resolve any test security issues with the South Dakota Department of Education.

Activities After Administration

Collect Assessment Materials

Collect all scorable student response booklets and all assessment materials from building coordinators and/or teachers/examiners. Separate the scorable response booklets from the non-scorable assessment materials and continue with the verification and organization of the scorable documents.

Organize Student Response Booklets

As you organize the student response booklets, ensure that:

❑ Student response booklets have been received from ALL building coordinators and/or teachers/examiners.

❑ Students' responses have been made with black, soft-lead (No. 2) pencils. Light marks and marks made with colored pencils, ink, or felt-tip pens cannot be properly scored, and these should be marked over with a black, soft-lead (No. 2) pencil.

❑ Response booklets are verified for completeness and accuracy of student identification information, especially if pre-ID labels are not used and information is completed by teachers/examiners or students.

❑ The STUDENT NUMBER section is completed and fully gridded on every response booklet without a pre-ID label.

❑ Student information that is written above the circles in each box of the response booklet is accurately gridded below the information.

Verify and/or Complete the Scoring Service Identification (SSID) Sheets

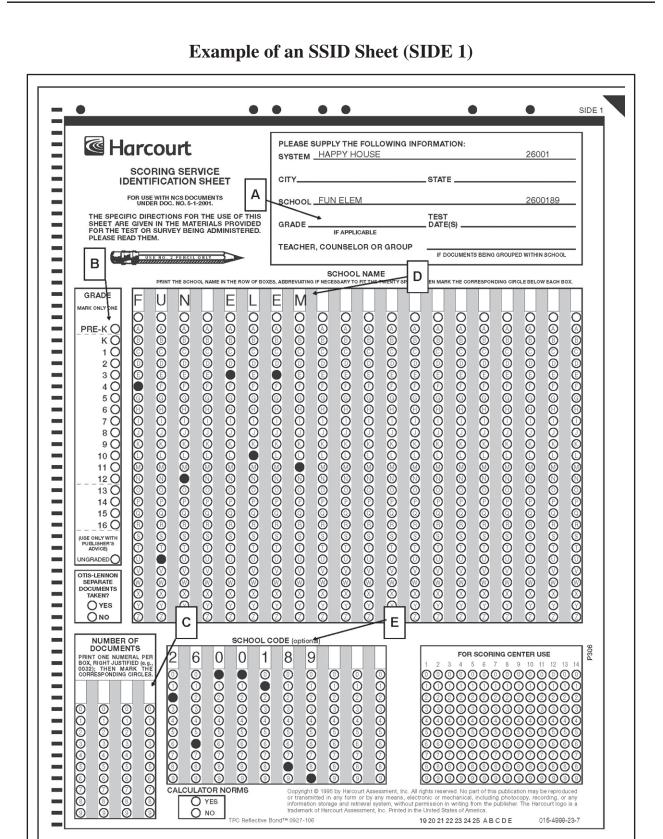Scoring Service Identification (SSID) sheets are scanned documents used to verify the number of response booklets to be scored. Pre-filled SSID sheets as well as blank SSID sheets will be provided for the *Stanford Writing* assessment. Corrections to pre-filled or hand-entered information are not permissible; complete a new (blank) SSID sheet with accurate information to prevent scoring delays.

Tab 2   Fall 2006 *Stanford Writing* Administration
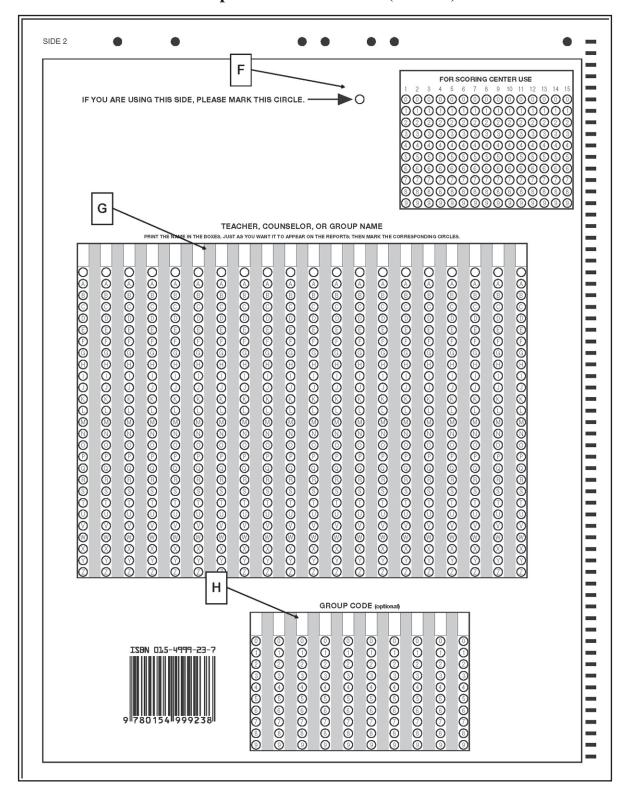
GRADE 5 teachers/examiners are to complete side 1 and side 2 of the SSID sheet with their classroom information and return students' response booklets, paper-banded together, with an SSID sheet on top. **Test coordinators are to enter the total number of classroom groups and the total number of response booklets (from all grade 5 classrooms) on the Master File Sheet.**

GRADE 9 teachers/examiners are to complete the information on the paper band and return their students' response booklets. **Test coordinators are to complete an SSID sheet for the total number of grade 9 response booklets for each school and enter the total number of response booklets on the Master File Sheet.**

Complete the SSID sheets as follows:

SIDE 1: (Complete for grade 5 and grade 9 student response booklets)	
(A) GRADE	Print the grade
(B) GRADE	Fill in the circle for the grade
(C) NUMBER OF DOCUMENTS	Fill in the total number of response booklets for each grade by building The number must be right-justified; enter leading zeros.
(D) SCHOOL NAME	Fill in and grid if completing a blank SSID sheet
(E) SCHOOL CODE	Fill in and grid if completing a blank SSID sheet
SIDE 2: (Complete for bundles of grade 5 student response booklets only)	
(F) IF YOU ARE USING THIS SIDE, PLEASE MARK THIS CIRCLE.	Fill in this circle
(G) TEACHER, COUNSELOR OR GROUP NAME	Print name in boxes and fill in circles under each letter
(H) GROUP CODE (Optional)	Teacher certification number (optional)

Tab 2   Fall 2006 *Stanford Writing* Administration

Example of an SSID Sheet (SIDE 1)

Tab 2   Fall 2006 *Stanford Writing* Administration

Example of an SSID Sheet (SIDE 2)

SIDE 2

F

IF YOU ARE USING THIS SIDE, PLEASE MARK THIS CIRCLE. ○

FOR SCORING CENTER USE
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

G

TEACHER, COUNSELOR, OR GROUP NAME
PRINT THE NAME IN THE BOXES, JUST AS YOU WANT IT TO APPEAR ON THE REPORTS; THEN MARK THE CORRESPONDING CIRCLES.

H

GROUP CODE (optional)

ISBN 015-4999-23-7

9 780154 999238

Tab 2   **Fall 2006** *Stanford Writing* **Administration**

Complete the Master File Sheet

Examine the Master File Sheet(s) received in your *Test Coordinator's Kit*(s) to verify that all building names are preprinted. It is important to use the correct sheet. Do not add to or change any of the preprinted information on the Master File Sheet. Contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com for a corrected Master File Sheet.

Enter the total number of grade 5 classroom groups (each with its own SSID sheet) for each building under the "Number of Groups" column on the Master File Sheet. Add the total number of response booklets present in all groups and enter the total number of response booklets to be scored under the "Number of Documents" column on the Master File Sheet.

Use one SSID sheet to bundle the grade 9 response booklets for each building. Enter "1" for each building under the "Number of Groups" column on the Master File Sheet. Next, enter the total number of documents present in all paper-banded bundles for grade 9 under the "Number of Documents" column on the Master File Sheet.

If no students were tested in a building at a particular grade, enter "0" on the line under each column of the Master File Sheet. Enter the total number of groups and the total number of documents to be scored on the "Totals" lines.

Retain a copy of the completed Master File Sheet for your records.

An example of a Master File Sheet is provided on the following page.

Tab 2　　　　　　　　　　　　　　　**Fall 2006** *Stanford Writing* **Administration**

Example of a *Stanford Writing* Master File Sheet

Harcourt

Harcourt Assessment

Master File Sheet

Page　　1

District: HAPPY HOUSE
Code: 26001
Contact: John Doe
Address: 123 MAIN

ABERDEEN　　　　　　SD　12345
Telephone: (605) 555-1212

Building Number	Building Name	Grade	Number of Groups	Number of Documents
2600189	FUN ELEM			
		05		
		09		
2600110	FUN HIGH			
		05		
		09		
2600111	FUN MID			
		05		
		09		

TOTALS:　　_____　　_____

For Scoring Center Use	Receiving Number	Order Number	Date Received
	Testing Program	Est N-Count	

Tab 2   **Fall 2006** *Stanford Writing* **Administration**

Complete the *Order for Optional Scoring Services* **Form**

Districts will automatically receive the state package of *Stanford Writing* reports. Remember that optional services such as <u>holistic scoring</u> may be ordered on the *Order for Optional Scoring Services* (OSS) form at the district's expense. When ordering optional scoring services, the Scoring Center requires a purchase order number or an authorized signature before reports can be released. The OSS form for the *Stanford Writing* assessment is included in your *Test Coordinator's Kit* and available on the following pages for reference.

Districts requesting optional scoring services or reports must complete the *Order for Optional Scoring Services* (OSS) form. The completed OSS form should be attached to the Master File Sheet and returned in Box 1 of the SCORABLE response booklets.

Retain a copy of the completed OSS form for your records.

Tab 2   **Fall 2006** *Stanford Writing* **Administration**

Order for Optional Scoring Services
SOUTH DAKOTA *Stanford Writing* Assessment
Fall 2006—Grades 5 and 9

ALL Districts must complete the *Order for Optional Scoring Services* (OSS) form.
Attach the completed OSS form to the *Master File Sheet* and return it in Box 1 of your shipment of scorable student response booklets. Retain a photocopy for your records.

District Name:_____

OPTIONAL SCORING SERVICES for the South Dakota *Stanford Writing* assessment:

❏ **YES**—**Mark this box if you are ordering optional scoring services or reports.**
        Select optional scoring services and/or reports on page 2.
❏ **NO**—**Mark this box if you are NOT ordering optional scoring services or reports.**
        No further information is required except the district name above.

DISTRICT INFORMATION:	**SEND INVOICE TO:**
(___)_____ Phone Number _____ District Test Coordinator _____ Name of School District _____ Street Address (No P.O. Box Numbers Please) _____ City State ZIP	_____ Name of School District _____ Address _____ City State ZIP _____ Purchase Order Number* _____ Authorized Signature Date

* NOTE: When ordering Optional Scoring Services, the Scoring Center requires a Purchase Order number or an authorizing signature before reports can be released.

> **Attach the completed OSS form to the *Master File Sheet* and place it in Box 1 of your shipment of scorable materials. All scorable student response booklets for grades 5 and 9 must be included in one shipment in order to prevent possible delays in processing.**
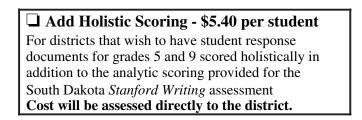
For Scoring Center Use	Receiving Number	Order Number		Date Received
	Testing Program	Est. N-Count	Edit Number	Cart Number

OSS Form Page 1 of 2

Tab 2   Fall 2006 *Stanford Writing* Administration

Order for Optional Scoring Services
SOUTH DAKOTA *Stanford Writing* Assessment
Fall 2006—Grades 5 and 9

Mark the appropriate box(es) for the optional scoring services or reports ordered.

❑ **Add Holistic Scoring - $5.40 per student**
For districts that wish to have student response documents for grades 5 and 9 scored holistically in addition to the analytic scoring provided for the South Dakota *Stanford Writing* assessment
Cost will be assessed directly to the district.

❑ **Student Data** (DISK) (IBM Format)
Diskette 1.4 MB   **$1.00 per student**

❑ **Summary Data** (SUMD) (IBM Format)
Diskette 1.4 MB CD ROM   **$1.00 per student**

❑ **Return of Response Booklets**
Un-collated - First 1000 documents   **$27.00**
Each additional 1000 documents   **$11.50**
Collating Charge   **$0.65 per student**

❑ **Additional Master List of Test**
   Results (MLTS)   **$0.70 per student**

❑ **Additional Student Report** (SR)
                            $0.85 per student

❑ **Additional Report Label** (LABL)
                            $0.80 per student

Additional Master List Summary (MLTS)
   ❑ by Class   **$0.60 per student**
   ❑ by School   **$0.60 per student**
   ❑ by District   **$0.60 per student**

If you have any questions, please contact the Scoring Hotline at 1-800-328-5999.
When ordering optional scoring services, the Scoring Center requires a purchase order number or an authorizing signature before reports can be released.

OSS Form Page 2 of 2

Tab 2   **Fall 2006** *Stanford Writing* **Administration**

Pack Assessment Materials

The Master File Sheet (and the completed OSS form) should be included as the topmost document(s) in Box 1 (or Envelope 1) of your shipment. **The scorable response booklets should be packed by school and grade in the order in which they are listed on the Master File Sheet.** In other words, the first grade for the first school listed on the Master File Sheet should be at the top of the first box. You may find it easier to start with the last school listed on the Master File Sheet and work backwards.

Scorable response booklets should be returned to Harcourt Assessment using UPS "2nd-Day Air" and ORANGE "Scorable Test Materials" labels. Complete all information on the ORANGE labels. If more than one envelope or carton is needed, label serially. For example, a shipment of four cartons would be labeled "Box 1 of 4," "Box 2 of 4," "Box 3 of 4," and "Box 4 of 4."

When packing scorable response booklets, it is acceptable to ship in a single envelope; pack several envelopes in a sturdy carton; use only one carton; or use multiple cartons. Please use cartons or boxes in which the scorable answer documents will not shift, such as the Harcourt Assessment dual-purpose cartons in which you received your test materials. All empty space should be filled with crumpled paper. DO NOT use shredded paper or foam "peanuts," as these will damage the response booklets.

Note
Scorable response booklets must be sent as a SINGLE SHIPMENT to the Harcourt Scoring Center. Do NOT ship <u>SCORABLE</u> response booklets in the same box with <u>NON-SCORABLE</u> materials.

Non-scorable test materials should be returned to Harcourt Assessment using UPS "GroundTrak" and GREEN "Non-scorable" labels. Complete all information on the GREEN labels. If more than one carton is needed, label the boxes serially. For example, a shipment of four cartons would be labeled "Box 1 of 4," "Box 2 of 4," "Box 3 of 4," and "Box 4 of 4."
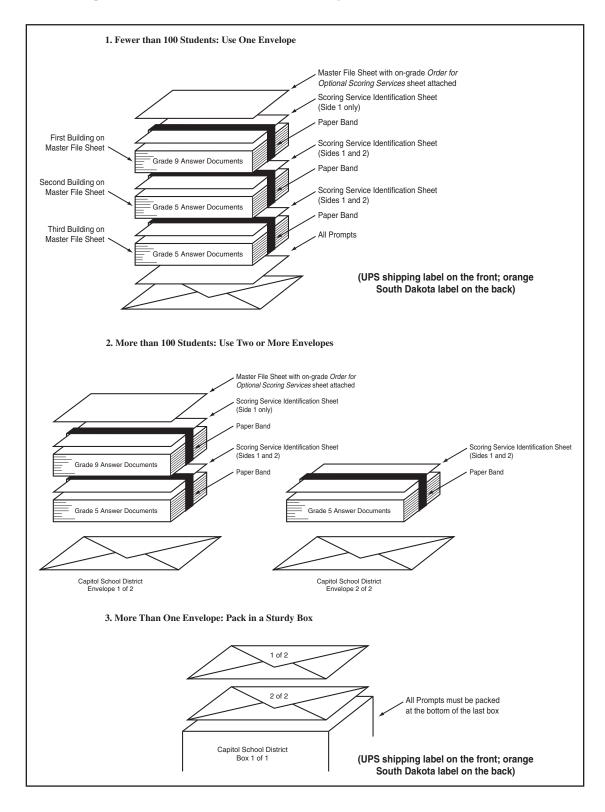
Non-scorable materials include:

❑   ALL used and unused *Stanford Writing* prompts.
❑   ALL *Stanford Writing Directions for Administering*.
❑   <u>Unused</u> *Stanford Writing* student response booklets.

Unused SSID sheets may be returned to Harcourt Assessment or destroyed at the district/school level.

Complete all information on the labels. If one carton suffices for all grades, label it "Box 1 of 1." If several cartons are necessary, label them serially. Apply the GREEN return labels to each box containing non-scorable materials.

Tab 2   **Fall 2006 *Stanford Writing* Administration**

Stanford Writing Assessment Packing Diagram

Return scorable response booklets in the order of the buildings listed on the Master File Sheet.

1. Fewer than 100 Students: Use One Envelope

Master File Sheet with on-grade *Order for Optional Scoring Services* sheet attached

Scoring Service Identification Sheet (Side 1 only)

Paper Band

First Building on Master File Sheet

Grade 9 Answer Documents

Scoring Service Identification Sheet (Sides 1 and 2)

Paper Band

Second Building on Master File Sheet

Grade 5 Answer Documents

Scoring Service Identification Sheet (Sides 1 and 2)

Paper Band

Third Building on Master File Sheet

Grade 5 Answer Documents

All Prompts

(UPS shipping label on the front; orange South Dakota label on the back)

2. More than 100 Students: Use Two or More Envelopes

Master File Sheet with on-grade *Order for Optional Scoring Services* sheet attached

Scoring Service Identification Sheet (Side 1 only)

Paper Band

Grade 9 Answer Documents

Scoring Service Identification Sheet (Sides 1 and 2)

Paper Band

Grade 5 Answer Documents

Scoring Service Identification Sheet (Sides 1 and 2)

Paper Band

Grade 5 Answer Documents

Capitol School District Envelope 1 of 2

Capitol School District Envelope 2 of 2

3. More Than One Envelope: Pack in a Sturdy Box

1 of 2

2 of 2

All Prompts must be packed at the bottom of the last box

Capitol School District Box 1 of 1

(UPS shipping label on the front; orange South Dakota label on the back)

Tab 2 **Fall 2006 *Stanford Writing* Administration**

Ship Assessment Materials to Harcourt Assessment

You are responsible for the return of ALL *Stanford Writing* assessment materials via UPS to:

Harcourt Assessment Scoring Center
19500 Bulverde Road
San Antonio, Texas 78259-3701

Pre-paid UPS labels are provided in your *Test Coordinator's Kit*. The labels are preprinted with the Scoring Center's delivery address and your district's information. Should you require additional return labels, please contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

> Contact UPS toll-free to arrange for collection of scorable
> and non-scorable *Stanford Writing* materials at 1-800-214-0391.

Early shipment is encouraged. Shipments must be ready for collection on the day UPS specifies retrieval. Return trips by UPS to your school district will delay the return of your scorable materials to the Harcourt Assessment Scoring Center and result in scoring delays.

> Thank you for your time and effort ensuring the successful administration of the *Stanford Writing* assessment.

Fall 2006 *Dakota STEP* Field Test Administration

Two field tests will be administered for the *Dakota STEP* assessment during the week of October 30 through November 3, 2006. Mathematics items will be field tested at grades 4 through 9 and 12; science items will be field tested at grades 6, 9, and 12. Districts/schools have agreed to participate in one or both of the field tests with the concurrence of the South Dakota Department of Education.

Critical Dates for the Fall 2006 *Dakota STEP* Field Test Administration	
Sept. 18–22, 2006	Pretest workshops
Oct. 10–13, 2006	Scheduled delivery of field test materials
Oct. 16–20, 2006	Material shortages and requests for additional assessment materials must be reported to the Harcourt Customer Support Center at 1-800-763-2306. *Requests received after this date may not arrive in time for the administration.*
Oct. 30–Nov. 3, 2006	***Dakota STEP* Field Test Administration**
Nov. 10, 2006	LAST DAY for scorable documents to be picked up by UPS
Nov. 13, 2006	LAST DAY for scorable documents to be delivered to Harcourt Assessment's Scoring Center

For questions or additional information, contact the **Harcourt Customer Support Center at 1-800-763-2306.**

The *Dakota STEP* Science field test will be administered using four unique forms at each grade level. Test booklet packages must be opened and distributed in the order they are received to ensure proper distribution of each form within each classroom. The *Directions for Administering* include instructions to have students indicate the form numbers on their answer documents prior to testing.

Tab 3   **Fall 2006 *Dakota STEP* Field Test Administration**

Activities Before Administration

Assessment Materials Provided

Districts participating in the *Dakota STEP Science* and *Dakota STEP Mathematics* field tests will receive the following field test materials:

- ❑ content- and grade-specific student test booklets
- ❑ content-specific *Directions for Administering* (*DFA*) (not grade-specific)
- ❑ content-specific student answer documents (not grade-specific)
- ❑ periodic table of elements (for use on the grade 12 science field test)
- ❑ mathematics formula sheets (for use on the grades 8, 9, and 12 math field tests)
- ❑ rulers (for use on all levels of the mathematics field test)
- ❑ *Test Coordinator's Kit,* including:
  - • Paper bands for securing answer documents
  - • Scoring Service Identification (SSID) sheets
  - • Master File Sheets
  - • UPS shipping labels
  - • HOT PINK peel-and-stick return labels for scorable materials
  - • GREEN peel-and-stick return labels for non-scorable materials

> Pre-ID labels are NOT provided for the fall 2006 *Dakota STEP* field tests.

Receive and Inventory Field Test Materials

Verify the contents of the field test materials shipment against the quantities indicated on the packing slip, and determine if there are sufficient assessment materials for each teacher/examiner and student. A 10% overage is included in all test material shipments.

> **If there is a discrepancy between the packing list and the quantities received or if additional assessment materials are needed, contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.**

Separate the *Directions for Administering* for use in your teacher/examiner training sessions. Organize the remaining assessment materials by teacher/examiner group to facilitate distribution prior to administration. Retain the shipping cartons for use when returning test materials to Harcourt Assessment.

Ensure the Security of Assessment Materials

It is important to follow all security measures before, during, and after each administration to ensure the integrity and validity of the assessment. All assessment materials must be kept in a secure location except when being utilized by students. Teachers/examiners are asked to report any questions or concerns regarding test security to their test coordinators. As test coordinator, you should report any incident to the South Dakota Department of Education by utilizing the *Report of Test Irregularity* form available in Appendix A.

Tab 3   **Fall 2006 _Dakota STEP_ Field Test Administration**

Test security agreements and affidavits must be completed prior to the field test administration. By signing these documents, you are agreeing to exercise necessary precautions and to follow established procedures that will help ensure the security of the content of all assessment materials.

Before the administration of the field test(s),

1. **Fill in the title of the _Dakota STEP_ field test OR the _Dakota ELP_ field test on the _Test Security Agreement_ and the _Test Security Affidavit._**
2. **Review and sign the _Test Security Agreement_ for test coordinators.**
3. **Copy and disseminate the _Test Security Affidavit_ to all teachers/examiners and collect the signed documents prior to distributing assessment materials.**

Send the original _Test Security Agreement_ and _Test Security Affidavits_ to:

Gay Pickner
c/o South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501

Retain a copy of the _Test Security Agreement_ and each _Test Security Affidavit_ for your records.

Page 3

Tab 3   **Fall 2006 *Dakota STEP* Field Test Administration**

Schedule Assessment Dates and Times

Work with building coordinators and teachers/examiners to schedule field test assessment dates and times within the statewide administration period of **October 30–November 3, 2006.** Your schedule must allow time for the assembly and shipment of all scorable answer documents to arrive at Harcourt Assessment NO LATER THAN **November 13, 2006.**

Provide Training for Teachers/Examiners

It is your responsibility to provide training for your school's teachers/examiners (and building coordinators) to ensure a successful administration of the field test(s). This training should include information provided by the South Dakota Department of Education and Harcourt Assessment, this *Test Coordinator's Handbook,* and the *Directions for Administering the Dakota STEP* field test.

The following topics should be reviewed during the training sessions provided to teachers/examiners:

❏   responsibilities of teachers/examiners

❏   test security, including the *Test Security Affidavit*

❏   assessment schedule

❏   preparation of appropriate assessment locations

❏   informing and preparing students for the assessment

❏   providing accommodations for students

❏   coding demographic information on student answer documents

❏   monitoring students during the administration

❏   use of classroom proctors/interpreters (if necessary)

❏   preparing and returning assessment materials

Familiarize yourself with this section of the *Test Coordinator's Handbook* and the *Directions for Administering* prior to your training session(s). Teachers/examiners should review the *Directions for Administering* prior to testing.

Distribute Assessment Materials to Teachers/Examiners

Test coordinators are to maintain an accurate record of assessment materials distributed to each teacher/examiner. Emphasize the importance of maintaining test security throughout the administration as well as following the instructions provided in this *Test Coordinator's Handbook* and the *Directions for Administering.*

Distribute SSID sheets and paper bands to building coordinators for use when organizing and returning the completed field test answer documents.

Tab 3   **Fall 2006 *Dakota STEP* Field Test Administration**

**The following information is not included within the *Directions for Administering.*
Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.**

Accommodations for Limited English Proficient Students

LEP students are encouraged to participate in the *Dakota STEP* field test with <u>standard accommodations</u>. Since every student is different and language abilities and needs vary widely, assessment accommodations will not be applied universally. The individual needs of each LEP student in daily instructional settings as well as the additional needs that arise in a secure testing environment should be considered.

Teachers/examiners should grid the LEP circle on the demographic page for students classified as LEP who participate in the field test(s).

> Questions regarding the provision of assessment accommodations for LEP students should be directed to **Stephani Lebeda at the South Dakota Department of Education at 1-605-773-4693 or stephani.lebeda@state.sd.us.**

Accommodations for Students with Disabilities

Students with disabilities are encouraged to participate in the *Dakota STEP* field test with <u>standard accommodations</u>. Each student's IEP or Section 504 team must specifically indicate the type and extent of accommodations that will be provided.

** The *Dakota STEP* field tests are <u>not</u> available in Braille or large-print versions.

Teachers/examiners should grid the IEP or 504 circle on the demographic page for students with disabilities who participate in the field test.

> Questions regarding the provision of assessment accommodations for students with disabilities should be directed to **Melissa Flor at the South Dakota Department of Education at 1-605-773-8195 or melissa.flor@state.sd.us.**

Tab 3   **Fall 2006 _Dakota STEP_ Field Test Administration**

Activities During Administration

Monitor the assessments conducted in your school(s). Ensure that the guidelines and procedures described in this _Test Coordinator's Handbook_ and the _Directions for Administering_ are adhered to, and be available to answer questions and resolve problems. Utilize the _Report of Test Irregularity_ form found in Appendix A to document and resolve any test security issues with the South Dakota Department of Education.

Activities After Administration

Collect Assessment Materials

Collect all scorable student answer documents and all assessment materials from building coordinators and/or teachers/examiners. Separate the scorable answer documents from the non-scorable assessment materials and continue with the verification and organization process of the scorable documents.

Organize Student Answer Documents

As you organize the student answer documents, ensure that:

❑   Student answer documents have been received from ALL building coordinators and/or teachers/examiners.

❑   Students' responses have been made with black, soft-lead (No. 2) pencils. Light marks and marks made with colored pencils, ink, or felt-tip pens cannot be properly scored, and these should be marked over with a black, soft-lead (No. 2) pencil.

❑   Answer documents are verified for completeness and accuracy of student demographic information.

❑   The Student Number section is completed and fully gridded on every answer document.

❑   Student information that is written above the circles in each box of the answer documents is accurately gridded below the information.

Tab 3   **Fall 2006** *Dakota STEP* **Field Test Administration**

Verify and/or Complete the Scoring Service Identification (SSID) Sheets

Pre-filled and blank Scoring Service Identification (SSID) sheets are provided for the fall field test(s) in your *Test Coordinator's Kit.* SSID sheets are scanned documents used to verify the number of answer documents to be scored. Do not make corrections to pre-filled information on the SSID sheets. Complete a new SSID sheet with accurate information to prevent scoring delays.
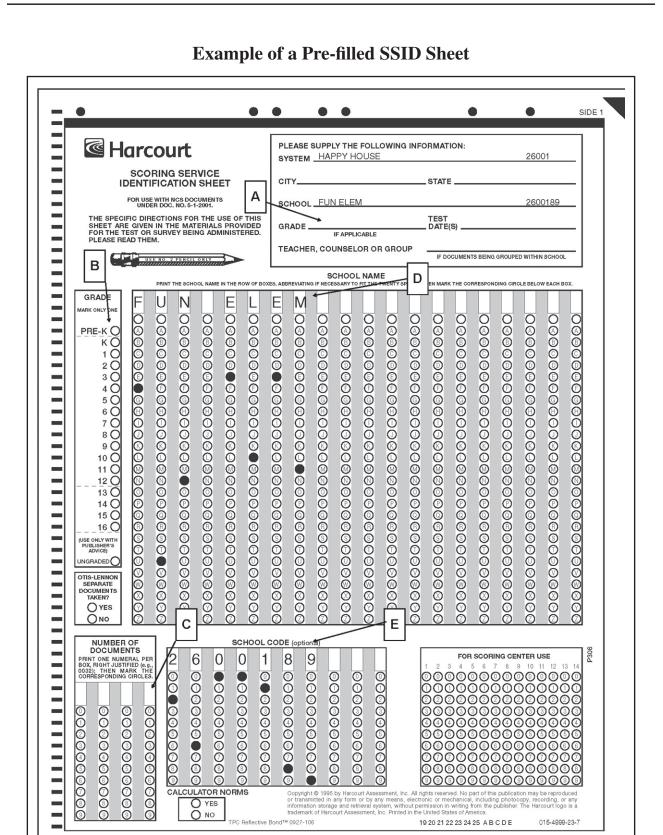
For the field test administration(s), one SSID sheet should be paper-banded on top of the stack of student answer documents <u>for each grade- and content-specific field test within each building</u>.

Complete the SSID sheets as follows:

SIDE 1:	
(A) GRADE	Print the grade
(B) GRADE	Fill in the circle for the grade
(C) NUMBER OF DOCUMENTS	Fill in the total number of answer documents for each grade by building Number must be right-justified; enter leading zeros
(D) SCHOOL NAME	Fill in and grid if using a blank SSID sheet
(E) SCHOOL CODE	Fill in and grid if using a blank SSID sheet
SIDE 2: (Not applicable for the *Dakota STEP* field test)	

An example of a pre-filled SSID sheet is provided on the following page.

> If districts/schools are administering both the *Dakota STEP* mathematics and science field tests, please ensure that student answer documents are grouped by subject area as well as by grade. Mathematics and science answer documents should be paper-banded together with an SSID sheet completed for each subject area.

Tab 3   **Fall 2006** *Dakota STEP* **Field Test Administration**

Example of a Pre-filled SSID Sheet

Complete the Master File Sheet

Examine the Master File Sheet(s) received in your *Test Coordinator's Kit* to verify that all building names are preprinted. It is important to use the correct sheet. Do not add to or change any of the preprinted information on the Master File Sheet. Contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com for a corrected Master File Sheet. An example of a Master File Sheet is provided on the following page.

Each subject-specific grade should have only 1 group for each building, using only one SSID sheet. Enter "1" for each building under the "Number of Groups" column on the Master File Sheet. Next, enter the total number of documents present in all paper-banded bundles for each grade tested under the "Number of Documents" column on the Master File Sheet.

If no students were tested in a building at a particular grade, enter "0" on that line under each column of the Master File Sheet. Enter the total number of groups and the total number of documents to be scored on the "Total" line.

Retain a copy of the completed Master File Sheet for your records.

Tab 3   **Fall 2006 *Dakota STEP* Field Test Administration**

Dakota STEP Field Test Master File Sheet

Harcourt

Harcourt Assessment

Master File Sheet

Page   1

District: HAPPY HOUSE
Code: 26001
Contact: John Doe
Address: 123 MAIN

ABERDEEN   SD 12345
Telephone: (605) 555-1212

Building Number	Building Name		Grade	Number of Groups	Number of Documents
2600189	FUN ELEM				
		Grade 4 Math	4M	_____	_____
		Grade 5 Math	5M	_____	_____
		Grade 6 Math	6M	_____	_____
		Grade 6 Science	6S	_____	_____
2600110	FUN HIGH				
		Grade 9 Math	9M	_____	_____
		Grade 9 Science	9S	_____	_____
		Grade 12 Math	HM	_____	_____
		Grade 12 Science	HS	_____	_____
2600111	FUN MID				
		Grade 7 Math	7M	_____	_____
		Grade 8 Math	8M	_____	_____

TOTALS: _____   _____

For Scoring Center Use	Receiving Number	Order Number	Date Received
	Testing Program	Est N-Count	

Tab 3   **Fall 2006** *Dakota STEP* **Field Test Administration**

Pack Assessment Materials

The completed Master File Sheet should be included as the topmost document in Box 1 (or Envelope 1) of your shipment. The scorable answer documents should be packed by school and grade in the order in which they are listed on the Master File Sheet. In other words, the first grade for the first school listed on the Master File Sheet should be at the top of the first box. You may find it easier to start with the last school listed on the Master File Sheet and work backwards.

Scorable answer documents should be returned to the Processing Center using UPS "2nd-Day Air" and HOT PINK "Scorable Test Materials" labels. Complete all information on the HOT PINK label. If more than one envelope or carton is needed, label them serially. For example, a shipment of four cartons would be labeled "Box 1 of 4," "Box 2 of 4," "Box 3 of 4," and "Box 4 of 4."

When packing scorable answer documents, it is acceptable to ship in a single envelope; pack several envelopes in a sturdy carton; use only one carton; or use multiple cartons. Please use cartons or boxes in which the scorable answer documents will not shift, such as the Harcourt Assessment dual-purpose cartons in which you received your test materials. All empty space should be filled with crumpled paper. DO NOT use shredded paper or foam "peanuts," as these will damage the answer documents.

SCORABLE answer documents for EACH FIELD TEST must be sent as a SEPARATE SHIPMENT to:

c/o Processing Center
AccuData Services, Inc.
17317 Bell North Dr.
Schertz, TX 78154

Do NOT ship SCORABLE answer documents in the same box with NON-SCORABLE materials.

Non-scorable test materials should be returned using UPS "GroundTrak" and GREEN "Non-scorable" labels. Complete all information on the GREEN label. If more than one carton is needed, label the cartons serially. For example, a shipment of four cartons would be labeled "Box 1 of 4," "Box 2 of 4," "Box 3 of 4," and "Box 4 of 4."

Non-scorable materials include:

❑   ALL used and unused *Dakota STEP* student test booklets.

❑   ALL *Dakota STEP Directions for Administering*.

❑   Unused *Dakota STEP* student answer documents.

Unused SSID sheets may be returned to Harcourt Assessment or destroyed at the district/school level.

Mathematics rulers and reference sheets as well as copies of the periodic table of elements may be returned to Harcourt Assessment or retained by districts/schools.

Complete all information on the labels. If one carton suffices for all grades, label it "Box 1 of 1." If several cartons are necessary, label them serially. **Apply the GREEN return labels to each box containing non-scorable materials.**

Ship Assessment Materials to Harcourt Assessment

You are responsible for the return of ALL *Dakota STEP* field test materials. Pre-paid UPS labels are provided in your *Test Coordinator's Kit*. The labels are preprinted with the Processing Center's delivery address and your district's information. If you need additional return labels, please contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

Contact UPS at least one day in advance to arrange for the collection of your scorable and non-scorable materials. Early shipment is encouraged. Shipments must be ready for collection on the day UPS specifies retrieval. Return trips by UPS to your school district will delay the return of your scorable materials to the Harcourt Processing Center and result in scoring delays.

Contact UPS toll-free to arrange for pickup: 1-800-214-0391

Thank you for participating in the administration of the *Dakota STEP* field test.

Appendix A—Test Security Guidelines and Forms

Assessment materials are to be kept in a locked secure location until testing time. All test coordinators and teachers are required to sign a security agreement/affidavit prior to each test administration. Upon completion of testing, all test materials are to be collected and returned to Harcourt Assessment according to the dates specified for each administration.

Teachers/examiners administering assessments are not to provide answers to students, copy any portion of the test, or in any way contribute to test security practices which violate the Code of Professional Ethics set for South Dakota Educators. The South Dakota Professional Teachers Practices and Standards Commission Administrative Rule Codes 24:08:03:01 Obligations to Students, 24:08:03:02 Obligations to the Public, and 24:08:03:03 Obligations to the Profession provide direction for educators. The Code of Ethics for professional administrators is cited in Administrative Rule 24:11:03:01.

Unethical test practices include, but are not limited to:

1. Encouraging students to be absent the day of testing.
2. Encouraging students not to do their best because of the purpose of the test.
3. Not testing all students.
4. Reclassifying students solely for the purpose of avoiding state testing.
5. Failing to provide necessary accommodations during testing (if applicable).
6. Interpreting, explaining, or paraphrasing a test item.
7. Copying the test in any way.
8. Changing or altering student responses at any time.
9. Using secure test items for instruction.

Critical dates are clearly defined in the *Test Coordinator's Handbook* as to when scorable materials must be received by Harcourt Assessment. Failure to adhere to these dates may result in scoring delays, a school's having to pay for their own scoring, or in the case of NCLB accountability, an endangerment to the school's AYP calculation.

Test coordinators are to complete *Test Security Agreements* and obtain signed *Test Security Affidavits* from all teachers/examiners for EACH of the following assessments:

> *Stanford Writing*
> *Dakota STEP Field Test(s)*
> *Dakota ELP*
> *Dakota STEP-A*
> *Dakota STEP*

Signed documents must be returned to the Department of Education as noted within the *Test Coordinator's Handbook.*

TEST SECURITY AGREEMENT

For State Agency and District Personnel, and Test Coordinators

I acknowledge that the _____ is a secure assessment and agree to the following conditions of use to ensure test security:

1. a) I will take all necessary precautions to safeguard all test materials by limiting access to persons within the school district or agency with a responsible, professional interest in the test's security.
   b) The names of all persons having access to the materials will be kept on file.
   c) All persons having access to the materials (other than students to whom the test is administered) will sign a security affidavit, which will be kept on file in the school district office.

2. a) I will keep the test materials under lock and key, except on actual testing dates, limiting access to those responsible for their security.
   b) Secure test materials, including test booklets and directions, will be delivered to examiners no sooner than the date of testing, unless logistics dictate an earlier delivery date.
   c) Test materials will be kept secure until they are actually distributed to students.
   d) In no case will students be permitted to remove test materials from the room where testing takes place.

3. I will not disclose or allow to be disclosed the contents of, or the scoring keys to, the test instrument.

4. Upon completion of testing, I will return all test materials to the designated test coordinator of the school district, who will in turn return all test materials to Harcourt Assessment.

5. I will develop, distribute, and enforce disciplinary procedures for the violation of test security by district or agency staff.

By signing my name to this document, I am assuring Harcourt Assessment that I and anyone having access to the test materials will abide by the above conditions.

Signature: _____ District/Agency: _____

Printed Name: _____ Address: _____

Title: _____ Address: _____

Date: _____ City/State/ZIP: _____

TEST COORDINATORS—Send your original *Test Security Agreement* and all teacher/examiner *Test Security Affidavits* to Gay Pickner, c/o South Dakota Department of Education, 700 Governors Drive, Pierre, SD 57501.

Retain copies of the *Test Security Agreement* and the teacher/examiner *Test Security Affidavits* at the district office.

TEST SECURITY AFFIDAVIT

For Teachers/Examiners

I acknowledge that I will have access to the _____ test materials for the purpose of administering the assessment. I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

1. I will not divulge the contents of the test, generally or specifically, to anyone.

2. I will not copy any part of the test or directions.

3. I will limit access to the test materials by examinees only to actual testing periods.

Signature: _____   District/Agency: _____

Printed Name: _____   School:_____

Position: _____   Address:_____

Date: _____   City/State/ZIP:_____

	Number	**Teacher's Initials**	**Test Coordinator's Initials**
Test booklets issued	_____	_____	_____
Test booklets returned	_____	_____	_____

Return this signed *Test Security Affidavit* to your test coordinator after receiving test materials.

TEST COORDINATORS—Send all teacher/examiner *Test Security Affidavits* to Gay Pickner, c/o South Dakota Department of Education, 700 Governors Drive, Pierre, SD 57501.

Retain copies of the teacher/examiner *Test Security Affidavits* at the district office.

South Dakota Department of Education

REPORT OF TEST IRREGULARITY

If it is determined that an irregularity in testing has occurred, the local district is to fax this form within 24 hours of the occurrence to Gay Pickner at the SD Department of Education at 605-773-3782. The form may also be e-mailed to gay.pickner@state.sd.us or mailed to Gay Pickner, c/o South Dakota Department of Education, 700 Governors Drive, Pierre, SD 57501.

District: _____

School: _____

Date: _____

Test Coordinator: _____ Phone: _____

E-Mail: _____

Description of Irregularity:

Action taken to correct:

What actions will be taken to avoid this type of incident again?

Private/Alternative Site Schools

Private/Alternative Site Schools

The following schools are considered private/alternative site schools. They are either classified as accredited or approved by the SDDOE. These schools will receive materials directly from Harcourt Assessment. The cost of the testing is covered by the State of South Dakota. Schools on this list will be expected to follow the same directions as public schools in keeping tests secure and returning materials on time. Please review this *Test Coordinator's Handbook* to ensure successful and timely test administration.

Why do schools such as Children's Care Hospital and School, Human Services Agency/ATCO, Children's Home Society, etc., have to test students? The reason is that if these students are state-placed or district-placed, they must be added to the State of South Dakota Accountability Plan for *No Child Left Behind.* All students must be accounted for, and some students will be tracked back to local districts if they belong in those districts. Private-school students, such as those attending Aberdeen Catholic, do not participate or count in *No Child Left Behind* accountability.

District	School
ABBOTT HOUSE	ABBOTT HOUSE
ABERDEEN	NEW BEGINNINGS
ABERDEEN AREA HEALTH	CHIEF GALL ALTERNATIVE
ABERDEEN CATHOLIC SCHOOLS	RONCALLI HIGH SCHOOL
ABERDEEN CATHOLIC SCHOOLS	RONCALLI JR. HIGH SCHOOL
ABERDEEN CATHOLIC SCHOOLS	RONCALLI ELEMENTARY SCHOOL
ABERDEEN CATHOLIC SCHOOLS	RONCALLI PRIMARY ELEMENTARY
ABERDEEN CHRISTIAN HIGH SCHOOL	ABERDEEN CHRISTIAN HIGH SCHOOL
ADJUSTMENT TRAINING CENTER, INC.	ABERDEEN ADJUSTMENT TRAINING CENTER
ADVANCE ADJUSTMENT TRAINING CENTER	ADVANCE
BETHEL LUTHERAN SCHOOL	BETHEL LUTHERAN ELEMENATRY
BETHESDA LUTHERAN SCHOOL	BETHESDA LUTHERAN ELEMENTARY
BLACK HILLS SPECIAL SERVICES COOPERATIVE	SOUTHERN HILLS DEV. SERV.
BLACK HILLS SPECIAL SERVICES COOPERATIVE	DEV. DISABILITIES PROGRAM
BLACK HILLS WORKSHOP AND TRAINING CTR	SP. ED. BLACK HILLS WORKSHOP, INC.
CALVARY BAPTIST CHRISTIAN SCHOOL	CALVARY CHRISTIAN ELEMENTARY
CHAMBERLAIN ACADEMY	CHAMBERLAIN ACADEMY
CHAMBERLAIN ADJUSTMENT TRAINING CTR.	CHAMBERLAIN ADJUSTMENT TRAINING CTR.
CHILDREN'S CARE HOSPITAL AND SCHOOL	CHILDREN'S CARE SCHOOL
CHILDRENS HOME SOCIETY OF SD	BH CHILDRENS HOME
CHILDRENS HOME SOCIETY OF SD	SF CHILDRENS HOME
CHILDREN'S HOUSE MONTESSORI	CHILDREN'S HOUSE MONTESSORI
CHRISTIAN CENTER ELEMENTARY SCHOOL	CHRISTIAN CENTER ELEMENTARY
COMMUNITY CONNECTIONS, INC.	COMMUNITY CONNECTIONS

District	School
DAKOTA CHRISTIAN HIGH SCHOOL	DAKOTA CHRISTIAN HIGH SCHOOL
EAST DAKOTA EDUCATIONAL COOP.	CAREER ACADEMY
EAST DAKOTA EDUCATIONAL COOP.	HIGH IMPACT
EAST DAKOTA EDUCATIONAL COOP.	CAREER ACADEMY
EAST DAKOTA EDUCATIONAL COOP.	HIGH IMPACT
ECCO, INC.	ECCO, INC.
FIRST BAPTIST CHRISTIAN SCHOOL	FIRST BAPTIST ELEMENTARY
FREEMAN ACADEMY	FREEMAN ACADEMY ELEMENTARY
FREEMAN ACADEMY	FREEMAN ACADEMY HIGH SCHOOL
GOOD SHEPHERD EV LUTHERAN SCHOOL	GOOD SHEPHERD ELEMENTARY
GREAT PLAINS LUTHERAN HIGH SCHOOL	GREAT PLAINS LUTHERAN HIGH SCHOOL
HOLY CROSS SCHOOL	HOLY CROSS CATHOLIC ELEMENTARY
HOLY ROSARY SCHOOL	HOLY ROSARY ELEMENTARY
HOLY TRINITY CATHOLIC SCHOOL	HOLY TRINITY ELEMENTARY
HUMAN SERVICES AGENCY/ATCO	HUMAN SERVICES AGENCY/ATC
HURON AREA CENTER FOR INDEPENDENCE	CENTER FOR INDEPENDENCE
HUTTERVILLE COLONY	HUTTERVILLE ELEMENTARY
HUTTERVILLE COLONY	HUTTERVILLE HIGH SCHOOL
IMMACULATE CONCEPTION SCHOOL	IMMACULATE CONCEPTION
JAMES VALLEY CHRISTIAN SCHOOL	JAMES VALLEY CHR ELEMENTARY
JAMES VALLEY CHRISTIAN SCHOOL	JAMES VALLEY CHR HIGH SCHOOL
JAMES VALLEY CHRISTIAN SCHOOL	JAMES VALLEY CHR JR. HIGH SCHOOL
JOHN PAUL II ELEMENTARY SCHOOL	JOHN PAUL II ELEMENTARY
LOWER BRULE SCHOOL SYSTEM	WOAP'E TECA ALTERNATIVE
MADISON CAREER LEARNING CENTER, INC.	AIM HIGH
MADISON CAREER LEARNING CENTER, INC.	STRIVE HIGH
MCCROSSAN BOYS RANCH	MCCROSSAN BOYS RANCH
MEMORIAL CHRISTIAN SCHOOL	MEMORIAL CHRISTIAN ELEMENTARY
MITCHELL AREA ADJUSTMENT TRAINING CENTER	MAATC
MITCHELL CHRISTIAN SCHOOL	MITCHELL CHRISTIAN ELEMENTARY
MITCHELL CHRISTIAN SCHOOL	MITCHELL CHRISTIAN HIGH SCHOOL
NEW HOLLAND CHRISTIAN SCHOOL	NEW HOLLAND ELEMENTARY
NORTHEASTERN MENTAL HEALTH CENTER	DAKOTA HOUSE
NORTHERN HILLS TRAINING CENTER	NORTHERN HILLS TRAINING CENTER
OAHE, INC.	OAHE, INC.
PLATTE CHRISTIAN SCHOOL	PLATTE CHRISTIAN ELEMENTARY
POINSETT COLONY	POINSETT COLONY ELEMENTARY
RAPID CITY CHRISTIAN SCHOOL	RAPID CITY CHRISTIAN HIGH SCHOOL

District	School
RAPID CITY CHRISTIAN SCHOOL	RAPID CITY CHRISTIAN JR HIGH SCHOOL
RED CLOUD INDIAN SCHOOL	OUR LADY OF LOURDES ELEMENTARY
RED CLOUD INDIAN SCHOOL	RED CLOUD ELEMENTARY
RED CLOUD INDIAN SCHOOL	RED CLOUD HIGH SCHOOL
RED CLOUD INDIAN SCHOOL	RED CLOUD MIDDLE SCHOOL
SACRED HEART SCHOOL	SACRED HEART ELEMENTARY
SACRED HEART SCHOOL	SACRED HEART MIDDLE SCHOOL
SD SCH FOR THE BLIND & VISUALLY IMP	SD SB-VI ELEMENTARY
SD SCH FOR THE BLIND & VISUALLY IMP	SD SB-VI HIGH SCHOOL
SD SCHOOL FOR THE DEAF	SCHOOL FOR DEAF ELEMENTARY
SD SCHOOL FOR THE DEAF	SCHOOL FOR DEAF HIGH SCHOOL
SD STATE TREATMENT AND REHAB.	STAR EVERGREEN HIGH SCHOOL
SD STATE TREATMENT AND REHAB.	STAR EVERGREEN JR. HIGH SCHOOL
SESDSC, INC.	SESDAC, INC.
SIOUX FALLS CATHOLIC SCHOOLS	CHRIST THE KING ELEMENTARY
SIOUX FALLS CATHOLIC SCHOOLS	HOLY SPIRIT
SIOUX FALLS CATHOLIC SCHOOLS	O'GORMAN HIGH SCHOOL
SIOUX FALLS CATHOLIC SCHOOLS	O'GORMAN JR. HIGH SCHOOL
SIOUX FALLS CATHOLIC SCHOOLS	ST. JOSEPH CATHEDRAL ELEMENTARY
SIOUX FALLS CATHOLIC SCHOOLS	ST. LAMBERT ELEMENTARY
SIOUX FALLS CATHOLIC SCHOOLS	ST. MARY
SIOUX FALLS CATHOLIC SCHOOLS	ST. MICHAEL'S ELEMENTARY
SIOUX FALLS CHRISTIAN SCHOOL	SIOUX FALLS CHRISTIAN ELEMENTARY
SIOUX FALLS CHRISTIAN SCHOOL	SIOUX FALLS CHRISTIAN HIGH SCHOOL
SIOUX FALLS CHRISTIAN SCHOOL	SIOUX FALLS CHRISTIAN MIDDLE SCHOOL
SIOUX FALLS LUTHERAN SCHOOL ASSOC.	SIOUX FALLS LUTHERAN PRESCHOOL EAST
SIOUX VOCATIONAL SERVICES, INC.	SIOUX VOCATIONAL SERVICES
SKY RANCH FOR BOYS	SKY RANCH HIGH SCHOOL
SKY RANCH FOR BOYS	SKY RANCH MIDDLE SCHOOL
SOUTH CENTRAL COOPERATIVE	ZENITH HIGH SCHOOL
SOUTH DAKOTA HUMAN SERVICES CENTER	ACADEMIC PROGRAM
SOUTHEAST AREA COOPERATIVE	ASPIRE HIGH SCHOOL
SOUTHEASTERN BEHAVIORAL HEALTH CARE	EDUCATION & INTEGRATION SCHOOL
SPRINGFIELD ACADEMY	SPRINGFIELD ACADEMY
ST. AGNES SCHOOL	ST. AGNES ELEMENTARY
ST. ELIZABETH SETON CATHOLIC SCH. SYSTEM	SETON ELEMENTARY
ST. ELIZABETH SETON CATHOLIC SCH. SYSTEM	SETON MIDDLE SCHOOL
ST. ELIZABETH SETON CATHOLIC SCH. SYSTEM	ST. THOMAS MORE HIGH SCHOOL

District	School
ST. FRANCIS INDIAN SCHOOL	ST. FRANCIS ELEMENTARY
ST. FRANCIS INDIAN SCHOOL	ST. FRANCIS HIGH SCHOOL
ST. FRANCIS INDIAN SCHOOL	ST. FRANCIS MIDDLE SCHOOL
ST. JOSEPH INDIAN SCHOOL	ST. JOSEPH ELEMENTARY
ST. JOSEPH INDIAN SCHOOL	ST. JOSEPH MIDDLE SCHOOL
ST. JOSEPH SCHOOL	ST. JOSEPH ELEMENTARY
ST. LAWRENCE SCHOOL	ST. LAWRENCE ELEMENTARY
ST. MARTIN'S LUTHERAN SCHOOL	ST. MARTIN'S ELEMENTARY
ST. MARY'S SCHOOL - DELL RAPIDS	ST. MARY'S ELEMENTARY
ST. MARY'S SCHOOL - DELL RAPIDS	ST. MARY'S HIGH SCHOOL
ST. MARY'S SCHOOL - DELL RAPIDS	ST. MARY'S JR. HIGH SCHOOL
ST. MARY'S SCHOOL - SALEM	ST. MARY'S ELEMENTARY
ST. PAUL'S LUTHERAN SCHOOL	ST. PAUL'S ELEMENTARY
ST. THOMAS SCHOOL	ST. THOMAS ELEMENTARY
SUNSHINE BIBLE ACADEMY	SUNSHINE BIBLE ELEMENTARY
SUNSHINE BIBLE ACADEMY	SUNSHINE BIBLE HIGH SCHOOL
THE RIGHT TURN, INC.	ADVANCE SCHOOL
TIOSPA ZINA TRIBAL ALTERNATIVE SCHOOL	WAYAWA TIPI TIOBOSDATI AL
TIOSPAYE TOPA ALTERNATIVE SCHOOL	TIOSPAYE TOPA ALTERNATIVE
TRINITY LUTHERAN SCHOOL	TRINITY LUTHERAN ELEMENTARY
VOLGA CHRISTIAN SCHOOL	VOLGA CHRISTIAN ELEMENTARY
WHITE EAGLE CHRISTIAN ACADEMY	WHITE EAGLE ELEMENTARY
YANKTON AREA ADJUSTMENT TRAINING CTR.	YANKTON AREA ADJUSTMENT TRAINING CTR.
YANKTON CHRISTIAN SCHOOL	YANKTON CHRISTIAN ELEMENTARY
ZION LUTHERAN SCHOOL - MOBRIDGE	MOBRIDGE LUTHERAN ELEMENTARY
ZION LUTHERAN SCHOOL - RAPID CITY	RAPID CITY LUTHERAN ELEMENTARY

Bureau of Indian Affairs (BIA) Schools

SDCL 13-3-55—*Academic Achievement Tests* states that every public school district shall annually administer the same assessment to all students in grades 3 through 8, inclusive, and grade 11. The assessment shall measure the academic progress of each student. The assessment used in South Dakota is the *Dakota STEP.*

As required by the Bureau of Indian Affairs, BIA schools will participate in the *Dakota STEP* and the cost will be covered by the State of South Dakota. BIA schools are expected to follow the same guidelines as public schools, including keeping tests secure and returning test materials on time. Please review this *Test Coordinator's Handbook* thoroughly to ensure a successful administration of the *Dakota STEP.*

District	School
AMERICAN HORSE SCHOOL	AMERICAN HORSE ELEMENTARY
CHEYENNE RIVER BIA SCHOOLS	CR BIA HIGH SCHOOL
CHEYENNE RIVER BIA SCHOOLS	CR BIA JR. HIGH SCHOOL
CHEYENNE RIVER BIA SCHOOLS	CR BIA PRIMARY ELEMENTARY
CHEYENNE RIVER BIA SCHOOLS	CR BIA UPPER ELEMENTARY
CHEYENNE RIVER BIA SCHOOLS	EAGLE CENTER
CRAZY HORSE SCHOOL	CRAZY HORSE ELEMENTARY
CRAZY HORSE SCHOOL	CRAZY HORSE HIGH SCHOOL
CRAZY HORSE SCHOOL	CRAZY HORSE JR. HIGH SCHOOL
CROW CREEK SIOUX TRIBAL SCHOOL	CROW CREEK ELEMENTARY
CROW CREEK SIOUX TRIBAL SCHOOL	CROW CREEK HIGH SCHOOL
CROW CREEK SIOUX TRIBAL SCHOOL	CROW CREEK MIDDLE SCHOOL
CROW CREEK SIOUX TRIBAL SCHOOL	CROW CREEK ALTERNATIVE
ENEMY SWIM DAY SCHOOL	ENEMY SWIM ELEMENTARY
FLANDREAU INDIAN SCHOOL	FLANDREAU INDIAN HIGH SCHOOL
LITTLE EAGLE DAY SCHOOL	LITTLE EAGLE ELEMENTARY
LITTLE WOUND SCHOOL SYSTEM	LITTLE WOUND ELEMENTARY
LITTLE WOUND SCHOOL SYSTEM	LITTLE WOUND HIGH SCHOOL
LITTLE WOUND SCHOOL SYSTEM	LITTLE WOUND JR. HIGH SCHOOL
LONEMAN SCHOOL CORPORATION	LONEMAN ELEMENTARY
LOWER BRULE SCHOOL SYSTEM	LOWER BRULE ELEMENTARY
LOWER BRULE SCHOOL SYSTEM	LOWER BRULE HIGH SCHOOL
LOWER BRULE SCHOOL SYSTEM	LOWER BRULE JR. HIGH SCHOOL
MARTY INDIAN SCHOOL	MARTY ELEMENTARY
MARTY INDIAN SCHOOL	MARTY HIGH SCHOOL
MARTY INDIAN SCHOOL	MARTY MIDDLE SCHOOL
PIERRE INDIAN LEARNING CENTER	PIERRE INDIAN ELEMENTARY
PIERRE INDIAN LEARNING CENTER	PIERRE INDIAN JR. HIGH SCHOOL

District	School
PINE RIDGE SCHOOL	PINE RIDGE ELEMENTARY
PINE RIDGE SCHOOL	PINE RIDGE HIGH SCHOOL
PORCUPINE CONTRACT SCHOOL	PORCUPINE ELEMENTARY
ROCK CREEK DAY SCHOOL	ROCK CREEK ELEMENTARY
ST. FRANCIS INDIAN SCHOOL	ST. FRANCIS ELEMENTARY
ST. FRANCIS INDIAN SCHOOL	ST. FRANCIS HIGH SCHOOL
ST. FRANCIS INDIAN SCHOOL	ST. FRANCIS MIDDLE SCHOOL
TAKINI SCHOOL	TAKINI ELEMENTARY
TAKINI SCHOOL	TAKINI HIGH SCHOOL
TIOSPA ZINA TRIBAL SCHOOL	TIOSPA ZINA ELEMENTARY
TIOSPA ZINA TRIBAL SCHOOL	TIOSPA ZINA HIGH SCHOOL
TIOSPA ZINA TRIBAL SCHOOL	TIOSPA ZINA MIDDLE SCHOOL
TIOSPAYE TOPA SCHOOL SYSTEM	TIOSPAYE TOPA ELEMENTARY
TIOSPAYE TOPA SCHOOL SYSTEM	TIOSPAYE TOPA HIGH SCHOOL
WOUNDED KNEE SCHOOL SYSTEM	WOUNDED KNEE ELEMENTARY

Appendix C—Harcourt SPECTRUM™

The *Harcourt SPECTRUM™ User's Guide* has been sent to each test coordinator. Information contained in the binder can be placed within this section of the TCH or kept readily accessible. The User's Guide is also available on the South Dakota Department of Education website at http://doe.sd.gov/administrators/index.asp.

Appendix D—Glossary of Acronyms

Acronym	Term
21st CCLC	21st Century Learning Centers
ADA	Average Daily Attendance
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ADM	Average Daily Membership
AMO	Annual Measurable Objective
APR	Annual Performance Report
ATA	Authority to Act
ATQ	Accreditation and Teacher Quality
AUP	Acceptable Use Policy
AYP	Adequate Yearly Progress
BIT	Bureau of Information and Telecommunications
BOE	Board of Education
BOL	Bureau of Labor
BOP	Bureau of Personnel
BOR	Board of Regents
CACFP	Child and Adult Care Food Program
CANS	Child and Adult Nutrition Services
CEC	Council on Exceptional Children
CEP	Character Education Partnership
CIPA	Children's Internet Protection Act
COP	Committee of Practitioners
CP	Cerebral Palsy
CRT	Criterion Referenced Test (as in *Dakota STEP* test)
CSHE	Comprehensive School Health Education
CSHP	Coordinated School Health Program
CTSO	Career and Technical Student Organization
DACS	Dakota Assessment of Content Standards
Dakota STEP	Dakota State Test of Educational Progress
DD	Developmental Disability
DDN	Digital Dakota Network
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DOE	Department of Education
DOL	Department of Labor
DSS	Department of Social Services
ECF	Extraordinary Cost Fund
ED	Emotional Disturbance
ELA	English Language Acquisition
EROS	Earth Resources Observation System
ESA	Education Service Agencies
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language

ESY	Extended School Year
ET	Every Teacher
FACS	Family and Consumer Sciences
FAPE	Free Appropriate Public Education
FAY	Full Academic Year
FBA	Functional Behavior Assessment
FDP	Food Distribution Program
FERPA	Family Education Rights and Privacy Act
FTE	Full Time Educator
GIS	Geographic Information System
GOED	Governor's Office of Economic Development
GPS	Global Positioning System
GT	Gifted and Talented
HQ	Highly Qualified
HSTW	High Schools That Work
IDEA	Individuals with Disabilities Education Act
IEE	Individual Education Evaluation
IEP	Individual Education Program
IFSP	Individual Family Service Plan
IPPR	Improvement Progress Performance Report
IQ	Intelligence Quotient
JRE	Job-Related Education
LEA	Local Education Agency
LEP	Limited English Proficient
MEP	Migrant Education Program
MMGW	Making Middle Grades Work
MR	Mental Retardation
N & D	Neglected and Delinquent
NAEP	National Assessment of Educational Progress
NCE	Normal Curve Equivalent
NCLB	No Child Left Behind
NSBA	National School Board Association
NSLP	National School Lunch Program (includes both lunch and snack after school)
OCR	Office for Civil Rights
OCTE	Office of Career and Technical Education
ODD	Oppositional Defiant Disorder
OESS	Office of Educational Services and Support
OHI	Other Health Impaired
OI	Orthopedic Impairment
OSEP	Office of Special Education Programs (U.S. Department of Education)
OSERS	Office of Special Education and Rehabilitation Services (U.S. Department of Education)
OT	Occupational Therapy
OVAE	Office of Vocational and Adult Education (U.S. Department of Education)
PDD	Pervasive Development Disorders
PDP	Professional Development Plan
PDQ	Position Description Questionnaire

PIP	Program Improvement Process
PIRC	Parent Information and Resource Center
PLOP	Present Levels of Educational Performance
POC	Point of Contact
Polycom	Distance learning equipment
PPAR	Performance Planning and Review
PR	Percentile Rank
PRF	Personnel Record Form
PRN	Parent Resource Network
PT	Physical Therapist
REAP	Rural Education Achievement Program
RFP	Request for Proposal
SAT	Student Assistance Team
SBP	School Breakfast Program
SBR	Scientifically Based Research
SBRR	Scientifically Based Reading Research
SDACTE	South Dakota Association for Career & Technical Education
SDADE	South Dakota Alliance for Distance Education
SDEdWeb	www.sdedweb.com
SEA	Self-Evident Application
SEA	State Education Agency
SES	Supplemental Educational Services
SFSP	Summer Food Service Program
SI	School Improvement
SIMS	Student Information Management System
SIS	Student Information System
SLD	Specific Learning Disabled
SLP	Speech Language Pathologist
SS	Scaled Score
SSRC	Science Standards Revision Committee
SST	School Support Team
STAARS	Statewide Team-led Alternate Assessment Reporting System
TA	Technical Assistance
TBI	Traumatic Brain Injury
TIE	Technology In Education
TLC	Teacher Leadership Conference
TN	Team Nutrition
TQEP	Teacher Quality Enhancement Program
TTL	Technology for Teaching and Learning
USDOE	United States Department of Education
VI	Visual Impairment
VR	Vocational Rehabilitation
Vtel	Distance Learning Equipment
WTP	We The People (Civics education program)